

Practice Context (for early November completion)

Course Outline 2013



Introduction

Welcome to Practice Context.

Kia ora and welcome to the Practice Context course. This is a 15 credit, level 5 course which is designed using a discovery learning approach. There are five key areas that you will explore whilst participating in this course and you will be guided to match these to your own specific work areas of learning and teaching. It is recommended that you start with Units 1 and 2 either in order or concurrently and you can choose to move through the other three key areas in any order that you find most appropriate to your learning. You may choose to work on a little of each concurrently as your knowledge builds over the next few months.

Contact with other participants in the course will be made possible through a blend of differing types of interaction and online engagement in a variety of formats.

Aims

- To engage in an introductory exploration of the role and understandings of a tertiary educator in relation to their specific practice context.
- To explore the relevance of the Te Tiriti o Waitangi to the tertiary educator's role and gain an understanding of the key concepts of Tikaka Māori, as well as some knowledge of using and constructing simple sentences in Te Reo Māori.
- To explore the expectations of a tertiary educator from an institutional/organisational perspective and requirements from that role such as reflective practice, self-evaluation and digital literacy.

Learning Outcomes

At the successful completion of this course, students will be able to:

1. Identify what it means to be a dual professional as both a tertiary educator and expert practitioner in the workplace;
2. Apply the principles of Te Tiriti o Waitangi to their own practice context;
3. Identify how they can appropriately use basic Te Reo Māori in their practice context;
4. Explain concepts of Tikaka Māori, and how the concepts apply to their own practice context;
5. Identify the institutional /organisational strategies and priorities of their employer and describe the ways in which they incorporate those priorities within their practice;
6. Demonstrate reflective practice skills and self-evaluation in relation to their own teaching;
7. Identify and demonstrate a range of digital literacy skills necessary within their own practice context.

Schedule

Units	Topics
Unit 1: Introduction to Course and Dual Professional Roles <ul style="list-style-type: none"> Identify what it means to be a dual professional as both a tertiary educator and expert practitioner in the workplace; 	Topic 1: Welcome and introduction Topic 2: The dual professional
Unit 2: Reflective Practice Introduction <ul style="list-style-type: none"> Demonstrate reflective practice skills and self-evaluation in relation to your own teaching; 	Topic 1: Reflective practice in teaching Topic 2: How can I use this?
Unit 3: Biculturalism <ul style="list-style-type: none"> Apply the principles of Te Tiriti o Waitangi to your own practice context; Identify how you can appropriately use basic Te Reo Māori in your practice context; Explain concepts of Tikaka Māori, and how the concepts apply to your own practice context 	Topic 1: What does cultural competence mean? Topic 2: The New Zealand Context Topic 3: Applying Te Reo and Tikaka in Practice
Unit 4: Work Context <ul style="list-style-type: none"> Identify the institutional /organisational strategies and priorities of your employer and describe the ways in which you incorporate those priorities within your practice; 	Topic 1: Understanding your organisation Topic 2: Influences on practice
Unit 5: Digital Citizenship <ul style="list-style-type: none"> Identify and demonstrate a range of digital literacy skills necessary within your own practice context. 	Topic 1: What is digital citizenship? Topic 2: Digital skills relevant to my role Topic 3: Personal learning plan

Assessment

There is one cumulative assessment portfolio that must be presented for marking in this course.

This portfolio covers five key areas (refer to the five Unit titles). Feedback will be given on the development of the portfolio throughout the course and the five sections can be submitted separately at any time before the final due date for marking. This is encouraged and you will be supported to create an assessment timeline plan, refer to http://wikieducator.org/Practice_Context/Course_guide/Assessment_timeline_plan

Portfolio Guidance

Compile an assessment portfolio (collection of evidence) to demonstrate your learning relating to the five key focus areas of this course.

In compiling your portfolio of evidence include a narrative for each section that:

- explains your choice of evidence, why and how it relates to the learning outcome and your work
- explores what you have learned and the relevance of this to your work
- discusses how your new learning has impacted on your practice and influenced future actions you may take
- is supported with educational literature and other forms of information

More detailed guidance on the development for your portfolio can be found on

http://wikieducator.org/Practice_Context/Course_guide/Developing_an_assessment_portfolio

Portfolio Format

Your portfolio can be presented in whatever format is most useful to you as long as the marker can access it. Refer to the WikiEducator page noted above for information on possible formats.

Marking Criteria

The marking criteria following (on page 3) identifies the expectations you will be assessed against for each of the five presentation sections and potential grade outcomes. A maximum of 20 marks can be allocated for each section and you must achieve a minimum of 10 marks within each section.

http://wikieducator.org/Practice_Context/Course_guide/Developing_an_assessment_portfolio Remember to refer to this WikiEducator page for more detailed guidance on creating your assessment portfolio.

Assessment Portfolio: Five presentation sections and learning outcomes			
Presentation Section 1: Introduction to Course and Dual Professional Roles			
<ul style="list-style-type: none"> Identify what it means to be a dual professional as both a tertiary educator and expert practitioner in the workplace; 			
Presentation Section 2: Reflective Practice Introduction			
<ul style="list-style-type: none"> Demonstrate reflective practice skills and self-evaluation in relation to your own teaching; 			
Presentation Section 3: Biculturalism			
<ul style="list-style-type: none"> Apply the principles of Te Tiriti o Waitangi to your own practice context; Identify how you can appropriately use basic Te Reo Māori in your practice context; Explain concepts of Tikaka Māori, and how the concepts apply to your own practice context 			
Presentation Section 4: Work Context			
<ul style="list-style-type: none"> Identify the institutional /organisational strategies and priorities of your employer and describe the ways in which you incorporate those priorities within your practice; 			
Presentation Section 5: Digital Citizenship			
<ul style="list-style-type: none"> Identify and demonstrate a range of digital literacy skills necessary within your practice context. 			
Each section will be marked against the following criteria			
A	B	C	D
20-16 marks	15-13 marks	12-10 marks	9-0 marks
All evidence is authentic, current, sufficient and relevant to the learning outcome, and easily located.	All evidence is authentic and relevant to the learning outcome. Most evidence is current, sufficient and can be located.	All evidence is authentic. Most evidence is current and relevant to the learning outcome. Some evidence is missing or cannot be located.	Evidence is minimally or not: authentic, current, sufficient and/or relevant to the learning outcome. Evidence cannot be located
Narrative is well structured and coherent, clearly explaining why the evidence was chosen and how it relates to the learning outcome and directly to your work.	Narrative has structure and flows coherently, mostly explaining why the evidence was chosen and how it relates to the learning outcome and your work.	Narrative can be followed and provides some explanation of why the evidence was chosen. How it relates to the learning outcome and your work is implied but not clearly linked.	Minimal or no narrative and/or with minimal or no explanation of why the evidence was chosen and/or how it relates to the learning outcome and your work.
Narrative and evidence clearly identifies in depth what you have learned and comprehensive reflective discussion demonstrates the relevance to your work, supported by meaningful and relevant examples.	Narrative and evidence mostly identifies what you have learned and reflective discussion demonstrates the relevance to your work, supported by relevant examples.	Narrative and evidence outlines what you have learned and description shows some relevance to your work, supported by examples.	Narrative and evidence shows minimal or no identification of learning. Learning is minimally or not applied to your own practice context. Minimal or no examples provided.
Comprehensive reflective discussion of how your learning has impacted upon your practice including indepth discussion of change in your practice and your intended future actions.	Reflective discussion of how your learning has impacted upon your practice acknowledging intended change in your practice and potential future actions.	Identification of how your learning has impacted upon your practice acknowledging some possible change and future actions.	Minimal or no identification of how your learning has impacted upon your practice Minimal or no acknowledgement of change and/or future actions from your learning.
Comprehensive integration throughout narrative and reflective discussions of a broad range of educational literature and other forms of information that strongly support the discussion. This supporting literature and information can be easily identified and located.	Integration throughout narrative and reflective discussions of a range of educational literature and other forms of information supporting the discussion. This supporting literature and information can be identified and located.	Integration through the narrative and discussions of some educational literature and/or other forms of information. A good effort has been made to enable identification and location of supporting literature and information.	Limited or no evidence in the narrative and discussions of the use of educational literature and/or other forms of supporting information. No attempt made to enable identification and location of supporting literature and information.

Due Dates: You are welcome to submit portfolio sections ahead of the due date.

Assessment Timeline plan: [due 7 working days following commencement of course](http://wikieducator.org/Practice_Context/Course_guide/Assessment_timeline_plan)
refer to http://wikieducator.org/Practice_Context/Course_guide/Assessment_timeline_plan

Completed portfolio: **Friday 1 November 2013** – final date for all sections of the portfolio to be submitted by.

Submit or present to the Course Facilitator - Heather Day heather.day@op.ac.nz

Grading: The final grade is a cumulative mark from the five sections of the portfolio. To pass you must gain at least 50% overall with a minimum of 6 marks in each section. One resubmission is possible for each section achieving less than 6 marks each.

Facilitated Support

The course facilitator will maintain regular contact with you throughout the course to encourage and support you. Share with the facilitator the ways in which you feel you would like to be supported with your learning.

Enjoy the course.

Recommended Reading

A range of readings and resources are identified on WikiEducator

http://wikieducator.org/Practice_Context